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AESTRACT

Four separate studies compared the efficacy of remote versus face-to-face supervision of home economics student teachers and teachers. The first study involved case studies of two interns, their cooperating teachers, and college supervisors, who tested an audio-phone method of supervision. Costs were found to be lessened, and all persons involved were satisfied with the experience. The second experiment used a pretest-posttest control group design with ten student teachers. Supervisory methods compared were face-to-face and audio-phone. There was no significant difference in attitudes of supervisors of the two groups, but the experimental group was more satisfied with their supervision than the control group. The third study compared three methods of supervision--face-to-face, audio-phone, and video-phone--using a pretest-posttest control group design involving 36 student teachers. Hypotheses tested related to teaching competence, teaching confidence, and satisfaction. Satisfaction was greatest for face-to-face and video-phone methods, but there was no difference between groups in teaching competence or confidence. The fourth study obtained evaluations from one state supervisor and 25 inservice teachers testing an audio-phone method of supervision. All parties involved were satisfied with the method. (RT)

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REMOTE SUPERVISION AT PRESERVICE AND INSERVICE LEVELS IN TEACHER EDUCATION

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Is it feasible to expect optimum learning and satisfaction in the supervisory situation when the supervisor is at a remote location rather than in a face-to-face contact with the learner?

Investigators, involved in a series of studies, dealt with the operational theory that supervision involving a face-to-face relationship between supervisor and a student teacher or a teacher is requisite for effective and satisfying guidance and evaluation within reasonable limits of time and money resources. They maintained that the college supervisor serves most appropriately in the capacity of support rather than inspection for the student teacher - cooperating teacher team and that the cooperating teacher is selected on the basis of qualifications to serve adequately in the necessary daily face-to-face nurturing role. Likewise, they believed in comparable cooperative relationships for the state supervisor and the local high school teacher.

Through the use of improved means of communication such as conference phones, audio tape recorders, and video recorders possibilities appeared for serving the supervisory function, lessening time and emotional pressures in the supervisory process, making it possible to utilize the services of cooperating teachers in public schools within a state regardless of distance from the university, and fulfilling local adminstrator expectations of state supervisors.

A pilot study involving two home economics student interns at the University of Wisconsin initiated the series of studies to test the feasibility of remote supervision of student teachers as an alternate to the conventional face-to-face method in their preservice development and for evaluating their readiness for teaching. Following this series the feasibility of the idea was tested in a state supervisory situation.

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For the pilot experimentation one high school supervisory situation was selected where a college supervisor and a cooperating teacher with experience could develop a plan for a workable technique involving a minimum of mechanical problems. A highly flexible plan was developed and monitored by a coordinator who kept detailed notes on the procedure including (1) preplanning conferences on campus; (2) a planning telephone conference involving the supervisor, student teacher, cooperating teacher, and school administrator; (3) structured 6-week, 12-week, and final telephone conferences of the triad - supervisor, student teacher, cooperating teacher; (4) other calls as requested during the semester; and (5) a final conference on campus between the student teacher and the college supervisor. Originally, the method was called telesupervision. However, in this report it is referred to as audio-phone method of supervision when referring to the first experimentation.

The audio tape recorder and telephone were used effectively, supervisory time and money expenditure were lessened, and all persons involved were satisfied with the experience.

The feasibility factor was explored further at the University of Wisconsin involving eight home economics student teachers and two interns. Emphasis was placed on supervisory effectiveness for student growth and satisfying evaluation within reasonable limits of time and money resources.

Effectiveness of supervision was identified as having five components: (1) perception of student teacher competence, (2) perception of student teacher self-evaluation, (3) objectivity of student teacher evaluations, (4) distribution of supervisory contacts, (5) final distribution of grades. Satisfying guidance was delineated in five subcategories: (1) perception of satisfactions, (2) perceived accessibility of supervisory assistance, (3) productivity of supervisory time expenditure, (4) concerns regarding evaluation and objectivity, (5) personal uncertainties. Time and money focused on hour and dollar expenditures.

In a pretest-posttest control group design eight student teachers and two interns in one semester were randomly assigned to experimental and control groups with one intern in each group. The cooperating teachers within each group varied from experienced to inexperienced. Experimental and control groups had the same pre-student teaching programs. Identical evaluation instruments were used for both groups. An attempt was made to keep contact time, but not number of contacts, comparable for the two groups. Student teachers in the experimental group sent to campus audio tapes of classroom sessions and evaluation sessions with the cooperating teacher to be reviewed by the supervisor prior to conferences.

Two Q-sort devices were developed to secure assessments on perception of teaching and satisfaction with the supervisory experience. Mean rankings of scores on the Q-sort devices were submitted to a t test with the .05 level accepted as a significant difference for a one-tailed test. Supplementary evaluation materials consisted of records, a short questionnaire, audiotapes, and a pessimism-optimism scale.

With no significant difference between groups on perception of student teaching competence, objectivity of evaluations, and final grades the investigators were encouraged in further experimentaion since there was some indication that indeed the face-to-face contact of the college supervisor was not a necessity in the situation. However, the student teachers, in contrast to their cooperating teachers in these small audio-phone supervised groups, were more satisfied with their experiences than their counterparts in the control groups. The student teachers in experimental groups perceived greater opportunities for self-evaluation in the experience than their counterparts in control groups. Student teachers in the face-to-face situations expressed apprehensions about supervision more often than their cooperating teachers and more often than the student teachers in the experimental group. Face-to-face supervision required considerably more time by college supervisors than the audio-phone supervision and was more costly in terms of dollars expended in this study than the experimental supervision, which appeared probable even if the Centrex telephone system had not been utilized.

The study served primarily to generate further questions to be answered and hypotheses to be tested in relation to the cirucmstances under which remote supervision is most effective, functions of the college supervisor and supervising teacher, objective self-evaluation for the student teacher as a function of the remote supervision process, appropriate patterns of supervisory contacts, most effective use of time for the college supervisor, and relief from certain pressures inherent in the student teaching situation.

The next study in the series at Ohio State University involved focus on the use of three methods of college supervision--face-to-face, audio-phone, video-phone--to determine their effect on student teacher improvement in three specific teaching skills at varying levels of teaching confidence. Satisfaction with the supervisory method was ascertained for the three members of the supervisory triad--student teacher, cooperating teacher, and the college supervisor. Using the pretest-posttest control group design involving thirty-six home economics student teachers, hypotheses related to teaching competence, teaching confidence, and satisfaction were tested. Answers were sought to ten specific questions:

1. Are the effects of three supervisory methods different in terms of improvement for student teachers in specific teaching skills--introducing a lesson, demonstrating a manipulative skill, questioning?

2. Do the three supervisory methods have different effects for student teachers with comparable original teaching confidence levels in terms of improvement in specific teaching skills--introducing a lesson, demonstrating a manipulative skill, questioning?

3. Are the effects of three supervisory methods different in terms of student teacher improvement in teaching confidence?

4. Do the three supervisory methods have different effects for student teachers with comparable original teaching confidence levels--high, medium, low--in terms of improvement in their confidence?

5. Are the effects of three supervisory methods different in terms of student teacher satisfaction with the experience?

6. Do the three supervisory methods have different effects for student teachers with comparable original teaching confidence levels in terms of satisfaction with the experience?

7. Are the effects of three supervisory methods different in terms of cooperating teacher satisfaction with the experience?

8. Are there differences between student teachers and cooperating teachers in satisfaction with each of the three supervisory methods?

9. Are there differences in satisfaction of college supervisors with the supervisory methods in which they are involved?

10. Are there differences in time and money expenditures in the three supervisory methods?

Three measurement instruments were used--a Confidence Scale to measure pre and post teaching confidence of the student teachers, Critique Forms to measure specific student teacher skill improvement, a Satisfaction Rating Scale to measure satisfaction of the members of the triad with the supervisory method in which they were actively involved.

One-way analyses of covariance tests were computed for the null hypotheses concerned with testing the effectiveness of the supervisory methods on teaching performance. The pretest scores on teaching performance were used as the covariate. For further analysis, a paired t-test was run to determine the improvement in teaching skills from pretest to posttest. Analysis of variance was used to test the hypotheses dealing with teaching confidence. A single classification analysis of variance based on the posttest Satisfaction Scale scores was used to test the hypotheses concerned with satisfaction of members of the triad. All statistical results were evaluated at the .05 level of significance.

The three methods of college supervision were considered feasible since all the student teachers involved in all methods of supervision were successful

in the experience. The student teachers performed equally well in demonstrating a teaching skill and introducing a lesson. They improved as potential teachers regardless of supervisory method and pre-experience confidence level. Satisfaction was greatest for face-to-face and video-phone methods of supervisory contact. However, this satisfaction did not appear to be related to their level of teaching confidence. It was possible for college supervisors to make more contacts in less time with the audio-phone and video-phone method than in the face-to-face situation, without apparent impairment of success.

A study at Ohio State University was designed to explore the feasibility of an alternate approach to the face-to-face contact with home economics teachers by the state supervisor. Audio-tape recordings and telephone contacts were utilized in a natural environment involving sixteen experienced and nine inexperienced teachers who were not known personally by the supervisor. A pre-experimental design was used in an attempt to determine four kinds of information from the teachers about the use of remote supervision--acceptance, efficiency, effectiveness, satisfaction.

The supervisor assumed the role of a stimulator to the teacher for improving the teaching-learning process through self-evaluation. Class sessions were recorded, evaluated, and mailed to the supervisor for discussion in a subsequent telephone conference.

Teachers and the supervisor considered the media and method acceptable, efficient, and effective for supervisory assistance. Stimulation in self-evaluation was considered an asset in the experiment and teachers expressed a preference for supervision via recording equipment rather than the supervisor in the classroom.

The use of media resources can probably provide a means for feasible alternative methods of college and state supervision in home economics, depending on the needs within the specific situation and perhaps a redefinition of the supervisory function where the cooperating teacher is involved. However, contact to establish initial rapport in the total situation may be desirable at some time prior to the supervisory need. Investigators in these experiments have reason to suspect that supervision can be effective through utilization of media now available.

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